Evaluation of Training on Leaders

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*Abstract–*This research aims to know the affectivity of leadership training level *reaction* and *learning* on education institute in Kabupaten Kudus. Sampling was done by the study population so that the entire population is subjects for research, i.e. all employees who have a structural position. This type of research is quantitative research with pre-experimental approach with methods *One group pre and posttestdesign.* To figure out the affectivity of training on level *reaction* by using questionnaire, it's given after training, analyzed by searching the average value on each criterion. The total result of average point on reaction step is 4.5 (good). Meanwhile to figure out the effectively of training on learning level by using knowledge test which is given before and after training and analyzed with non parametric method different test wilcoxon t-test. The result of that different test is $Z = -3,454$, $p = 0,001$ ($p<0,01$), it means there is a very significant difference of subject knowledge before and after leadership training.

Keywords – Training, leadership, training evaluation

I. INTRODUCTION

Some positions at work require knowledge training. No exception as a leader in a company area. Someone cannot become a leader suddenly, moreover on a company which has a very good reputation. A leader who recognized his greatness requires knowledge, training and experience. Sometimes, training to become a great leader and dignity require a long process and a long time [1].

Survey result Development dimensions international [2] toward 189 organizations from various countries include Indonesia about availability program development leadership shows 29,1 % respondent of leader in Indonesia stated that less of learning chance to enrich ability and knowledge of leadership.

It required an effort to conduct a workshop for training has been recognized as one of the most frequently encountered in human resource development interventions [3]

II. LITERATURE REVIEWS

A. LeadershipTraining

Leadership training conducted research using cognitive behavior approach that is all the information coming in human beings will be processed in human cognition before being used as the views, attitudes or behavior [4]. The cognitive approach places emphasis on a person's mind and pay great attention to how a person obtains the information, how the information is sent in the memory of the brain and how knowledge is used to solve the problem [5]. Behaviorism approach emphasizes the learning process. Learning is at the heart of training activities. Learning occurs when knowledge is received, understood and internalized so that the changes consciously made to use that knowledge [6]

B. Training Evaluation

The most popular models used to evaluate and measure the effectiveness of training is a four-level evaluation model developed [7] i.e.:

Level 1 : Reaction

This level evaluates reaction and opinion of participants about training and learning accepted. This reaction can be measured trough the fill in feedback or questionnaire that usually shared after training finish.

Level 2 : Learning

Second evaluation is learning evaluation, which aims to measure about knowledge acquisition after ends of training period. This measure usually done before and after training period, can be concluded is the participants really obtain learning from knowledge from the training process.

Level 3 : Behaviour

At this stage, we evaluated the behavior or behavior that is implemented in the job after the training takes place. Things that need to be evaluated include whether the lessons learned are the days of training actually implemented in the work, then whether the skills and knowledge gained from the training affected the behavior in the work.

Level 4 : Results

This stage is to measure how the impact of training on business performance. Results are measured is how to increase the performance of individuals having experienced training.

In this study, the authors limit the evaluation of leadership training that will be conducted at two levels, namely the level of reaction and learning.

III. METHODOLOGY AND DATA

This study uses a quantitative research with pre-experimental approach. By making the study of the subject population of the entire leadership in instance X

TABLE 1
RESEARCH PLAN
(one group pre and posttest design)

Pretest	Treatment	Posttest
P1	X	P2

Explanation:

P1: Test before treatment given (pretest)

X: Given treatment i.e.: *leadership* implementation training

P2: Test after treatment given (posttest)

The design of this study will be described in detail in the discussion below:

1) Held a pretest administration of a pretest was conducted to determine the level of understanding of the role of leader. The pretest researchers used in this study is a scale of the role of leader.
2) The process of creating training modules Leadership
3) The provision of treatment to the leadership in the form of training on *Leadership*
4) Hold posttest, posttest awarded to the participant who is assigned a leadership role in order to determine the changes experienced by the subjects after treatment given training

IV. FINDINGS

Based on data analyze, and then obtain result as below:
a. Level Reaction
Evaluation of training at this stage of this reaction is measured by evaluating the charging subject to an evaluation questionnaire training by finding the average value of each criterion. This questionnaire consists of 5 (five) option answer that is very less (score 1), less (score 2), sufficient (score 3), good (score 4) and excellent (score 5). Result of that evaluation is

1. Training Material
   Research subjects considered that the leadership training material consists of material content, completeness material, display material, and benefits of material are good. Average score for this criterion is 4.5
2. Training Resource
   Research subjects considered that the resource material mastery, presentation method used, activeness of resources on interaction with training participants also the appearance is good. Average score for this criterion is 4.6
3. Implementation Training
   Research subjects considered that the training atmosphere, infrastructure, and punctually fit as schedule is good. Average score for this criterion is 4.5

   b. Level Learning
   Evaluation of training on this level is measured by comparing knowledge about leadership material of the research subjects before and after training, using different test Wilcoxon t-test. Result from that test obtained point $Z = -3,454$, $p = 0,001$ $(p<0,01)$. This shows there is differences knowledge leadership material that significant between before and after leadership training. Knowledge of research subject toward leadership material looked better after join training compares to before join training. To get obvious view, please see picture below:

COMPARISON OF KNOWLEDGE BEFORE AND AFTER TRAINING

V. CONCLUSIONS

Based on research result held on one of education instances in Kabupaten Kudus, can conclude that this leadership training is effective, it is prooven by result on 2 evaluation level training, i.e., (1) score on level reaction analyzed on each criterions show average point 4,5 means good. (2) Result of different test on level learning is $Z = -3,454$, $p = 0,001$ $(p<0,01)$, means there is significant differences toward knowledge of leadership material on research subjects before and after leadership training

VI. DISCUSSIONS

The aim of this research is to know the effectively leadership training on level reaction and *learning*. This leadership training able to increase knowledge of research subjects on leadership toward leadership material delivered. Evidenced by the results of different test analysis test knowledge before and after training was obtained $Z = -3,454$, $p = 0,001$ $(p<0,01)$. It is influenced by the approach used in this training is cognitive behavior. This matter appropriates with [8] Training can be viewed as an attempt to provide a set of systematic experiences to promote the development of certain knowledge and skills. In fact, many available leadership training courses have received widespread praise. Unfortunately, evidence bearing on the ability of these programs to develop requisite leadership skills is often less than compelling [9]. Nevertheless, a few studies [10] and indicate that well-timed training interventions can promote the development of certain problem-solving and systems skills [11].

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